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Deer School District Number 21, Ark.

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A Planning Grant, Funded under Title III of the Elementary and Secondary Act, was awarded to Deer School in Newton County, Arkansas, for the purpose of making a study to determine the specific methods and know-how needed to establish a community school library in a rural area to operate as a materials center, study laboratory, and a reading center. This library was set up as a demonstration center for small, rural schools throughout the nation. Included in the surveys conducted were: (1) an inventory of present instructional materials in Deer School Library and in 4 school districts in the county; (2) an investigation to determine what would be an adequate collection of instructional materials to meet needs of Deer School's educational programs; (3) an evaluation of Deer School Library's present library services, and (4) a comparative table of course offerings in the county's high schools, grades 7-12. Among the conclusions drawn from first-hand investigations and observations of other schools throughout the U. S. were (1) not all schools visited were providing exemplary library service; (2) the personality of the librarian and staff appeared to be more important than the materials available, and (3) libraries were over-crowded, and, in most instances, additional space was being planned. The concept of a Saturated School Library was found to be one which provided guidance to a multi-media program of instruction which pervades all activities within the educational program. The services and materials of the Model Saturated School Library are discussed. (CM)

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FINAL REPORT OF THE ACTIVITIES AND RECOMMENDATIONS
MADE UNDER TITLE III, ESEA P. L. 89-10
PLANNING GRANT FOR
MODEL SATURATED SCHOOL LIBRARY

April 20, 1966 - December 30, 1966

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Introduction

On April 20, 1966, an application for a Planning Grant under Public Law 89-10, Title III was approved for Deer School in Newton County, Arkansas, for a Model Saturated School Library. The Planning Grant was approved for the purpose of making a study to determine the specific methods and "know-how" needed to establish a community school library in a rural area to operate as a materials center, study laboratory, and a reading center. OE No. 66-1020 was assigned the project by the U. S. Office of Education. The grant awarded for this project was $29,548. Pre-planning prior to the grant award was performed by the Newton County Educational Advisory Committee consisting of a representative from each of 17 agencies or organizations in the county which had an interest in educational and cultural development.

When the Planning Grant was approved, the Applicant Agency, Deer School, designated a 7 member Library Study Committee to carry on the Study. Each school in the county was represented on this committee, and the composition of the committee was as follows:

1 -- Project Director, Professional Librarian

1 -- Professional Library Consultant

1 -- Public School Librarian

1 -- Classroom teacher

1 -- School Administrator

2 -- Parents who were community leaders

The enrollment of Deer School is 444, grades 1-12. The annual per capita income for Newton County, Arkansas, based on 1960 U. S. census data is $349. Ninety per cent of the revenue received by the school comes from State and Federal sources; the assessed evaluation is $409,265.00 which produces only $16,189.00 yearly in local revenue. Ninety per cent of the 286 square mile district is located in the Ozark National Forest.

One of the first activities of the Study Committee was to contact the various State Librarians in the United States. Out of 47 contacted, response indicated that few states had model libraries situated in rural communities with 500 or less school enrollment. The Committee was unable to locate any exemplary demonstration school library in Arkansas. This is not to say that Arkansas has no good school libraries, but rather that few today meet minimum American Library Association Standards established in 1960 (even though these standards are now out of date).

Out of 412 school districts in Arkansas, 199 or 48.5% have an enrollment of 500 or less. It seemed most logical to the Committee that the operation of a Saturated School Library offering quality library services, tailored to a specific school situation would be of great benefit in the up-grading of school libraries in the State of Arkansas, and one might reasonably expect that many small schools in the nation would find such a demonstration center most advantageous, especially if such a library were located in a lower middle class rural area.

The principle set forth by the Knapp School Libraries Project "that a strong central library serving as an instructional materials center is the keystone of quality education in each school, regardless of size or organization of the school" was the premise from which the Planning Grant was carried out.

The following surveys were conducted under the Planning Grant:

(1) Inventory of present instructional materials on hand in Deer School Library and in other 4 school districts in the county.

(2) Investigation to determine what would be an adequate collection of instructional materials to meet needs of Applicant Agency's educational program.

(3) An evaluation of present library services performed by Deer School Library (grades 1-12).

(4) Comparative table of course offerings in high schools, grades 7-12, in all school districts in the county.

(5) In order to determine what constitutes good library service and the materials necessary to provide these services, first-hand investigations and observations in other schools in the U. S. were made. Libraries visited were:

  (a) Knapp Elementary School Project, Casis School, Austin, Texas, 3-day workshop in addition to visit to school.

  (b) Mercer, Project Discovery School, Cleveland, Ohio.

  (c) Addison Junior High School, Cleveland, Ohio, (Hough area).

  (d) Charles Dickens Elementary School, Cleveland, Ohio, suburb.

  (e) Chicago area:

  Deerfield High School Library and school plant.

  Highland Park High School Library and team teaching demonstration.

  Evanston High School Library.

  New Trier East High School Library.

  New Trier West High School Library.

  Oak Park and River Forest High School, Knapp Library Project.

(f) Garrett County, Maryland, Schools.

(g) Brooklyn Heights Branch Library, Brooklyn, New York.

(h) Cleveland Public Library, Cleveland, Ohio.

After each visitation, committee meetings were held and findings evaluated as to how certain materials and services could be adapted to fit local school situations in Newton County. At various times throughout the Planning Grant, special consultants were employed to give further advice, information, and direction to the activities of the Library Study Committee. Many consultantions were held with North Arkansas Regional Librarian, State Library Commission personnel, Arkansas State Department of Education officials, and with the Head of the Department of Library Science at the University of Arkansas.

It should be noted that several of the areas visited (except for Addison and Charles Dickens School in Cleveland and Garrett County, Maryland) were in the upper-middle-class or upper-class neighborhoods with most of the adults in the communities being professional persons with yearly incomes averaging $15,000. In the Chicago area each school visited had an enrollment of 2,000 or over with from 85 to 98% of the high school graduates going on to college. New Trier West school plant alone cost in the neighborhood of eight million dollars. It is a foregone conclusion that most of the schools in Arkansas could not hope to meet this kind of economic background, certainly not Newton County with its low per capita income. These schools were chosen for a number of reasons: A search to locate an exemplary school library in an area similar to Newton County was unsuccessful; schools visited had programs in operation this summer; the total school educational programs were outstanding; the contents of the libraries were sure to meet or surpass ALA standards; they were geared to accept visits from individuals and/or groups; and they responded to the Committee's correspondence with alacrity and apparent pleasure. In each place visited, the Committee received the "red-carpet" treatment and inquiries were answered with cordiality and completeness.

In Garrett County, Maryland, Library Study Committee made a special effort to obtain a complete picture of total instruction program of the whole county (one school district) and ascertain the contribution of the library program to the instruction program.

From visits made to the several libraries, the Committee drew the following conclusions:

(1) Not all schools visited, even with their large holdings of multimedia materials, were providing what was judged as exemplary library services.

(2) The personality of the librarian and staff appeared to have more bearing on the kinds of services offered than did the holdings themselves. The really outstanding libraries had librarians with dynamic personalities, full of zest and ideas and bubbling over with enthusiasm.

(3) By the very nature of the large enrollment in some of the schools visited, the personal relationship between librarian and student seemed to be missing.

(4) Libraries were over-crowded, and in most instances additional space was being planned.

(5) The Knapp Project Libraries appeared to be ahead of other libraries. Reasons as deduced by Library Study Committee were:

  (a) Administrators in these schools were very "library conscious."

  (b) High degree of cooperation and "teamwork" between faculty and library personnel.

  (c) Libraries curriculum orientated.

  (d) Per pupil ratio to library personnel lower than in majority of libraries.

(e) Accesibility and availability.
   Flexible scheduling.
   Librarian not too busy to give aid when needed.

(f) Pleasant library atmosphere.

(g) Large and varied library materials collection. Books per pupil ratio high. Subscribed to a number of periodicals.

(h) Parents well informed and enthusiastic about library; participated in planning.

(i) Emphasis on service.

(6) A direct relationship existed between good library services and quality of instructional program in schools. The more traditional type of curriculum can be greatly enriched through a quality library program.

A Model Saturated School Library is defined as a center that is the focal point of the instruction program completely infused with materials, equipment and professional SERVICES in which unlimited knowledge is accessible and available through reading, listening, handling and viewing activities, all of which add dimension to the total educational process.

The problem of how to help every child realize his maximum potential is the problem facing all facets of education--that of providing for individual needs. Individual needs are as varied in a rural area as in an urban community. However, these needs in Newton County originate from common, shared deficiencies: low income, $349 per capita, low density of population (resulting in low tax revenues), relatively low educational attainment of the adult population, and relatively small schools offering a curriculum confined largely to traditional subjects. Add to this the absence of museums, art galleries, theatre, local radio or TV stations, public libraries, industry, airports, railroads, reading materials in the homes,[1] opportunities for cultural advancement, and the problem multiplies.

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[1] Survey of Reading Materials in the Homes of School Children in Newton County, Pages 81 and 82.

The concept of a Saturated School Library is to provide guidance to a multi-media program of instruction which pervades all activities within the educational program. Materials and services are available as need dictates--during the school day, after school, nights, week-ends, summer months. The program reaches out in the form of services and materials into every area and permeates the entire atmosphere of the school and community. Materials are available in quantity, variety and kind, on all levels of reading ability . . . "so that the situation should dictate the best type of material(s) needed--and not allow the available materials to dictate the type of situation."[1] Not only are materials constantly available in pleasant surroundings, but the organization and arrangement is logical and simple so that usage is inviting, not discouraging. The success of such a center depends on service and the Saturated Library as conceived by the Committee proposes to modify many of the deficiencies in the area through its program of services. Every operation of the library program will be directed toward providing a climate that stirs the imagination, encourages originality and fosters opportunities for creative learning adventures. A Saturated Library is much more than an adequate library--it is the heart of learning and doing activities, providing stimulation necessary for students to think and produce something new; a place that will approach the ideal in providing for individual differences, encouraging students to be, in the words of Calvin W. Taylor:

> Not merely learners but also thinkers; not only memorizers and imitators but also searchers and innovators; not merely scholars of past knowledge but also producers of new knowledge; not only well versed that "it is written," but also alert that "all is not yet written"; not solely skilled in "knowing the ropes," but also capable of improving the ropes"; not only able to adjust themselves to their environment but also able

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[1] Newren, Edward and Richard Finley. "Instructional Materials Service Catalyst for Quality Education," ILLINOIS LIBRARIES, April, 1966. p.279.

> to adjust their environment to themselves; producers not only of imitative products but also of creative products; not only high quality performers of an existing pattern but also composers and creators of new patterns; not merely capable of preserving our past heritage but also capable of creating a better future; and thus able to use not only their gold-like talents but also their uranium-like talents.[1]

The library is a learning center and learning embraces reading for fun or aesthetic enjoyment as much as it does examining materials to abstract information or ideas for a term paper.[2] Children need to learn to read competently and with pleasure at an early age, so as to develop favorable life-time habits.

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[1] Taylor, Calvin W. "Creativity--What is it?" ACCENT ON TALENT, Volume I, Number 1, September 1966, NEA Publication, Page 1.

[2] Henne, Frances. "Learning to Learn in School Libraries." SCHOOL LIBRARIES. May 1966. p.15-23.

SERVICES TO STUDENTS
IN THE
MODEL SATURATED SCHOOL LIBRARY

Services to Students in the Model Saturated School Library

Services provided to students are closely interwoven with library services provided teachers and adults, and the success of the program depends on planning, sharing, and understanding goals and objectives by all concerned with quality education.

The guiding principle underlying the provision of student services is the shaping and styling of the program to create exciting experiences for students, culminating in a learning situation and pleasant encounter with the library and librarians.

Approximately 5/8 of each of the four librarian's time will be devoted to this service catagory.[1] Proportionate time commitment allows approximately 12 minutes per week per individual student (this is twice as much time as allowed by minimum ALA Standards).

The following is a partial list of services that will be planned for students, subject, of course, to adaptations, changes, and additions as the service program is put into action.

1. Reading guidance for individuals and groups to serve curricular and personal needs and interest, and to make reading experiences meaningful and vital.[2]
    a. Keep on file, in a private place, individual student records, giving estimate of his reading grade-level according to Cooperative Reading Test (given yearly, by librarian if necessary). Such information would be used as "suggested" student's reading ability, not as the final word since such factors as motivation, interest and drives are very important. This information would provide librarian

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[1] See page 71 regarding staffing.

[2] Many of these reading guidance activities were adapted from similiar services offered at Casis School, Knapp Project, Austin, Texas.

and teacher a basis for individual reading guidance services.

b. Library appreciation periods - Classes scheduled to the library for appreciation period (once a week, at least) with members of professional staff. This time is devoted to sharing books with children in some interesting and exciting way that emphasizes the fun of reading. Activities would include sharing new books, introducing new forms of literature, high-lighting holidays, famous persons, etc.

c. Reading Records - Encourage children to keep an individual reading record on voluntary basis in library. At different times librarian discusses records with child, suggesting further reading in areas that have been neglected, selection of more mature reading materials, and any other guidance suggestions that might be helpful to the student.

d. Continuous activity of individual reading guidance for all children - help child to find just the right book. Children needing special attention are a matter of teamwork between librarian and teacher and special advance planning is undertaken to meet particular needs of this pupil.

e. Rotating reading groups - Elementary teachers divide class in reading groups. While the class is having reading, each group comes in rotation to the library for quiet reading.

f. Special reading projects - As outgrowth of teacher-librarian conferences, special projects for entire class or selected group will be undertaken as need arises. This may be such activities as exploration of poetry, story telling, book reviews, reading skills, projects with reluctant readers, superior readers, etc.

   g. Special guests - When possible, authors and illustrators will be invited to visit school to talk with students about their work, perhaps autographing books. Special guests might also include travelers to foreign places, special hobbyists, or local "heroes."

   h. Story-telling - By professional staff and by upper grade students, to students in lower grade.

   i. Displays and exhibits - Bulletin boards and display areas will contain continuous exhibits and material that encourage reading.

2. Provision for individual and group use of all types of instructional materials within the center including reading, listening, and viewing activities. Some kinds of information are better obtained by reading; some more effectively obtained through films, records, handling things--seeing things.

3. Reference and bibliographic services for students relating to all types of materials.

4. Instruction in the techniques and the skills of locating and utilizing all types of instructional materials. Involve students in continuous opportunities to locate materials. Develop ability of children to think--equip students with ability of self-service.

5. Opportunities for independent study and research.

6. Effective information program regarding available materials and services.

7. Provision for an up-to-date centralized card catalog file incorporating varied types of materials belonging to the center.

8. Compilation of varied lists of materials: films, filmstrips, books, periodicals, etc.

9. Organized listing of community resources.
10. Systematic circulation, distribution, and servicing of materials, and equipment. Much broader than teacher resources--should also send them home. When possible circulate reference materials.
11. Inter-library loan service and rental or borrowing of films, recordings, etc. from outside agencies.
12. Round out curriculum--motivate and help children relate materials to themselves.
13. Training and activity program for student assistants.

The purpose of using student help in the library is educational. Their activities are a part of the extra-curricular program of the school and are not to be considered as a source of staffing except when paid for performing routine library tasks.

Students through library experiences gain a greater understanding of the library, a feeling of pride in giving service, and develop responsibility and citizenship.

Neighborhood Youth Corp Workers assigned to the school would fit into the category of paid workers and their work would be beneficial to the total program, as well as to the youths themselves, as long as the training of such personnel did not demand too much of the librarian's time. In addition to "learning while earning," the NYC Worker would have a feeling of belonging to community through significant public service.

All students who can profit from the experience of working in the library and who are capable of contributing to the total program should have the opportunity to serve. Teachers will help select students who will participate in this activity. The selection may be done in different ways. We especially like the method used by one teacher in the Casis School (Knapp Project) in which she judged essays on "Why I should be on the Library Squad," as a basis for her decision. The librarian-pupil relationship with student assistant will give the librarian added opportunity to guide many children who may be in some need of special attention--in citizenship, in assuming responsibility, or in reading or social guidance.

Proper recognition of the contribution and services of individuals serving as library assistants as well as other special contributors (storytellers, etc.) will be given at an annual special library assembley honoring them.

LIBRARY MATERIALS AND SERVICES
ARE AVAILABLE IN MODEL SATURATED SCHOOL LIBRARY
AS NEED DICTATES

Library Materials and Services are Available in Model Saturated School Library as Need Dictates

Since the school facility is located in a sparsely populated area (characteristic for the whole of Newton County), evening library usage would not be at all likely without special and carefully planned activities, (such as listed on pages 23, 24, and 25 under "Possible Community Activities.") The philosophy underlying the concept of a Saturated School Library is that services will be provided as need dictates. Any policy regarding library hours will be flexible and could easily adjust to activities and situations as they arise.

Listed is a schedule that can easily be modified as the program develops and is put into actual practice.

The library will be open from 7:30 a.m. (first bus arrives at 7:50) and remain open until 5 p.m. (30 minutes after last school bus departs.) Actual school hours are 8:45 a.m. to 3:15 p.m. These hours will give the time needed for daily teacher-librarian conferences as well as time for pupils to come in before and after school to follow individual pursuits. When program is initiated, library will be open one night a week for the special benefit of teachers. Library will be open from 9 through 5 on Saturdays and any evening community activities are planned; very likely this would be true for at least 3 nights per week.

During the summer months the library will be open daily. Headstart pupils and teachers will have full use of the materials and services. Special activities for all age groups in the community will be planned, involving all community service agencies and community leaders. Such activities as painting classes, special reading programs, hobby clubs, play productions - locally written and produced - educational movies, nature studies, in-service teacher training workshops, tutorial instruction, independent study, visiting speakers, and even singing conventions (the list could go on and on) will be planned and executed.

SERVICES TO TEACHERS
IN THE
MODEL SATURATED SCHOOL LIBRARY

Services to Teachers in the Model Saturated School Library

Generally services to teachers would consist of the following:

1. Acquaint teachers with library services and resources and newer trends in education. Librarian through relationship with teacher effectively "gets across" the idea that the library is a source of ideas as well as materials.
2. Presents regularly new and pertinent materials of varied types to teachers through bulletins, catalog listings and personal visits.
3. Confers with teacher in selection of materials to be purchased--a team selection, each contributing his special knowledge.
4. Joint evaluation of present collection and services.
5. Locates information and performs other reference and searching activities for teachers.
6. In-service training program in use of materials and equipment and encourages and assists in classroom experimentation in use of all materials.
7. Gives orientation instruction and cooperates with teachers in teaching the use of library materials for integrated use in class units under study.
8. Assists in planning sequential teaching of library skills as needed in each subject area.
9. Librarian and teacher become acquainted with each student's background, abilities, interests, and special needs, and plan cooperatively, activities to guide, assist, and provide opportunities for the student to use his talents for individual fulfillment. Efforts

should not be confined to compensation and remediation but with the full use of resources for the achievement of satisfaction.

10. Assists teacher in planning units of study--ways to broaden the curriculum offering through all kinds of media available and suitable to a specific topic; away from the concept that the "textbook" is the instructional tool which is best suited for classroom instruction.
11. Participate as a team on curriculum committees, workshops, and conferences.
12. Work with teacher in motivating student to use library frequently and to teach students to be discriminating users.
13. Librarian becomes thoroughly acquainted with what is happening in the classroom so that she may increase her ability to suggest materials and add depth to her understanding of needs in the area of curriculum.

More specifically, as an example, the teacher-librarian team might proceed as follows:[1]

1. Classroom teacher selects a specific area in curriculum that needs stimulating.
2. Teacher brings this need to the attention of the librarian.
3. Teacher and librarian meet informally to discuss plan of procedure. Teacher provides the direction and emphasis and the librarian gives the area depth and new insight. (No detailed lesson plan by teacher prior to this first meeting since it is important that there is a free exchange of ideas).

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[1] Gallagher, Margaret A. and Lois M. Southward. "Developing Reading Interests." SCHOOL LIBRARIES. V. 14, No. 2. January, 1965. pp.41-44.

EXAMPLE: Subject-teacher

SHAKESPEARE AND ELIZABETHAN ENGLAND

Approach-librarian

Elizabethan England as background for Shakespeare's writings, including fiction and nonfiction books and other library materials--records, slides, films, filmstrips, pictures, models.

4. The teachers uses composite ideas as basis for future detailed lesson planning.
5. The librarian continues to provide resources as a result of a deeper understanding of the subject matter.
6. Both teacher and librarian keep in close contact throughout the planning and implementation of these ideas.
7. Continuous contact between teacher and librarian enables the librarian to develop library lessons related to specific class experiences.

Margaret Gallager notes that "This kind of personal service requires time. Therefore we should give consideration to ALA Standards which recommend one librarian for every 300 students."

PARENTAL INVOLVEMENT
IN
MODEL SATURATED SCHOOL LIBRARY PROGRAM

Parental Involvement in Model Saturated School Library Program

There is an important need for close communication with parents in all aspects of the school program but quality library service literally demands this communication if it is to succeed in attaining its objectives. Active participation by all members of the community in the library program is highly desirable. Such participation heightens the individual's sense of belonging, his pride in referring not to "the library" but to "our library." The more involved the parent, the more likely he is to understand the total program, understand his child's needs, and, in turn, recognize and understand his own needs.

Not nearly all parents have the background, time, or desire to contribute work services (typing, filing, story-telling, etc.) and must be reached by some other method.

Home visits made by teacher and librarian team would be one way of making personal contact. A mutual learning situation would take place from which parent learns about services and objectives of library program and through which librarian and teacher learn about personal needs of student and his family. School newspaper, talks before civic and business groups, and P.T.A. would further this approach. Planned community activities involving family groups would provide the surest way for continuous personal contacts and personal active involvement. Cooperative planning by all existing agencies (including school) would be involved in such projects.

Title V (Work-Experience) of the Economic Opportunity Act of 1964 is providing the school with adult workers who are contributing much to filling needs for additional clerical services in the school library. At the present time, two such workers are so serving. This work-experience program is yet another way to acquaint persons with the philosophy and objectives of the total program.

An eleven member Library Committee composed of two librarians, one administrator, three classroom teachers, and five lay people (parents and community leaders) formed for the purpose of keeping up with current trends and practices in library science would help provide mutual understanding and develop a richer and more meaningful program of services to all. This committee would also serve as steerage committee for community activities program taking place in the library.

ADULT-COMMUNITY SERVICES PROVIDED

BY

MODEL SATURATED SCHOOL LIBRARY PROGRAM

Adult-Community Services Provided By Model Saturated School Library

After careful consideration of the need for adult library services in the community and after analyzing community resources and services now available, the Committee felt that adult library services should be included in the proposed library program.

Our present status:

(1) Only 10% of the county is serviced by Bookmobile.

(2) One public library in county with holdings of 600-700 books on loan from North Arkansas Regional Library, housed in small upstairs room in Court House in Jasper, open a total of 12 hours per week, no trained personnel in charge.

(3) Per capita income does not indicate much chance for increase in local revenue to support public library program in the immediate future.

(4) There is considerable concern of individuals, agencies, and organizations in the county as to the best course of action to follow to provide adult library services for continuous education and leisure-time reading.

(5) The schools in Newton County are the main centers of community activity.

(6) On July 5, 1966, an application for a Neighborhood Facility was filed by Deer School with the Urban Renewal Division of the Department of Housing and Urban Development (Ft. Worth, Texas), Project No. ARK. N-4. This application involves a grant in the amount of $97,282, with local contribution of $32,428, totaling $129,710. As of December 30, 1966, the Grant had been tentatively approved and money set aside by Washington office. Approximately 10,000 square feet of floor space is planned. The proposed facility provides for, but is not limited to, the following services with the planned community library program assuming a major role:

1. Child development.
2. Remedial and non-curricular education.
3. Counseling services.
4. Adult Education.
5. Recreation and other resident participation activities.
6. Volunteer community services programs.
7. Home management services.

(7) Arkansas Library Commission and North Arkansas Regional Library are anxious to furnish a collection of books for neighborhood facilities for adults, totaling 6,000 plus depending on available space.

There are many advantages to housing such a collection in an area connected with the school library. Adults are already coming to school for a variety of reasons and activities and in considerable numbers. Since there is no place in the school district with any concentration of population--no towns as such--the school is the logical place for adult library services. It is valid to suppose that adults would continue to visit the school in even larger numbers if the opportunity or purpose presented itself. When school, library, and recreational services all operate from one center, when each service is easily and instantly available, then they operate at maximum potential. It is possible for a whole family to recreate together, either as a group in the library or in various games or hobbies, or as separate individuals, each enjoying part of a diversified service.

The success of this aspect of the total project, that of providing community services in school, depends primarily on careful planning. A VISTA worker (M. S. degree in Library Science) assigned to the Planning Grant Project is willing and anxious to inaugurate such a program. It will be noted that none of the four school librarian's proportionate time commitment is devoted to this aspect of the library program. As planned, a qualified VISTA worker with the help of Title V, OEO adult work-experience personnel will serve in this area. School librarians would work with community leaders and Agriculture Extension Service, Office of

Aging, Community Action Agency, Department of Public Welfare, in planning, directing and organizing activities but this does not mean that librarians would "take over" the activities. Rather they would act as resource personnel, providing reference materials and consultive services, and actively participate when their skills are needed.

We are listing a few suggested community activities that could logically take place in the library, thus creating the climate for interest by adults in school, and for self-improvement and wise use of leisure time. Many such activities, at least to some degree, are now taking place in urban public libraries throughout the county. Since the school in our area is the primary source of community activities, it is reasonable to assume that such a program as here-in suggested would be successful.

The following are a partial listing of community activities that may take place.

1. Hobby Clubs.
2. Lectures and/or discussion groups.
    a. Current affairs.
    b. Home management: meal planning, cooking, food preservation, sewing, budgeting, interior decorating, gardening, landscaping, home nursing, child care, etc.
    c. Agriculture.
    Farm management, veterinary science, timber management, conservation, building construction, machinery, etc.
3. Remedial Education.
    For the beginning reader.
    For the non-reader.

4. Community Health.

5. Leisure time.

6. Art.

   Art appreciation, painting, sculpture, ceramics, jewelry design.

7. Music.

   Chorus, instrumental, folk music, music appreciation.

8. Dancing.

   Folk and square dancing, modern dance.

9. Theatrical productions.

   Amateur, professional.

10. Crafts.

    Wood-carving, quilting, weaving, leather-tooling, wood-working, sewing.

11. Educational and entertainment films.

12. Book clubs (reading) and book talks - Reading for enjoyment as well as learning.

13. Self-education activities.

14. Group projects such as:

    Collecting and developing materials for history of area including collecting Indian and Civil War artifacts.

15. Teen activities.

    Foreign language.

    Etiquette.

    Special Projects: Superior students.

    Remedial education.

    Club meetings: 4-H, spelunkers, hobby, hiking, etc.

    Talent productions, variety shows, theatrical productions.

16. Literary self-expression activities.

    Poetry, both reading and original writing.

17. Exhibits, showing of native art and crafts.

18. Special library services to the handicapped.

LIBRARY MATERIALS
IN THE
MODEL SATURATED SCHOOL LIBRARY

Table 1

LIBRARY MATERIALS
IN
MODEL SATURATED SCHOOL LIBRARY
(K-12 with 450 enrollment)

	Interpreted A. L. A. Standards	Saturated Library
Books		
School Collection		
Hardback	12,000	16,650
Paperback	No Mention	1,350 (40 books 18,000 per pupil)
Periodicals	215 per year	370 per year
Newspapers	3 - 6	6
Professional Collection	Books - 200 basic collection	1,000 basic collection (approximately 500 of these paperbacks)
	Periodicals - 25 - 50 per year	100 per year
Book Collection for Adults	No Mention	6,000+[1]
A. V. Materials[2]	$2.00 per student	3.5% of average per pupil instructional cost based on A. D. A.
A. V. Equipment	As needed for effective and efficient organization of materials	See pages 47 through 50 for detailed listing

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[1] Collection of 6,000+ books which the North Arkansas Regional Library will loan for use in Community Center. This is about 4 books per adult but will be added to by Arkansas Library Commission as needed.

[2] See itemized listing, pages 47 through 50.

Books

The large number of library materials recommended by the Committee as optimum may seem out of proportion at first glance.[1] A careful analysis of the philosophy of such a planned library program and the various proposed services will help clarify the situation. If imaginations are to be stirred, originality encouraged, inventiveness promoted, then the program must provide more than remedial and compensatory materials. These are, of course, important, but the primary concern is use of varied resources for the achievement of individual satisfaction. Such objectives cannot be met without a large collection of quality materials on all levels of reading ability, and a basic collection of 40 books per pupil for an enrollment of 450 students does not seem out of line. The importance of voluntary outside reading by students as a teaching device gives added impetus to the necessity for a large book collection.[2] The statement that "No book collection is too large for the boy or girl who wants to pursue a subject in depth," is generally met with nods of approval. Use begets use and as the project evolves, even 40 books per student may be inadequate.

Most authorities are loath to quote numbers and/or percentages as standards in subject classifications for school library book collections. This is as it should be since type of curriculum, purposes of instructional program, other available sources, economic and cultural background of users, the interest of the patrons and the philosophy of the educational program all play an important part in determining the scope of the collection.

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[1] Table 1, Page 26.

[2] Trenfield, William. "The Book--The Greatest Teaching Machine." EDUCATION, March, 1966. p.429-433.

Mary Peacock Douglas[1] offers suggested percentages as a guide for evaluating the variety of the collection, but she emphasizes that no set percentage is perfect for all localities. The changes taking place in today's educational field, seem to make the job even more difficult now than in the past. Nevertheless, the Committee has set up such a table, to use as a guide only, for the Model Saturated School Library in this rural area.

In referring to Table 2, page 32, it should be noted that for the most part percentages were left much the same. When the total collection increases to 40 books per student, then the percentages are quite satisfactory although when total number is decreased, this might well not be true. Take fiction for instance. If the total number of books was decreased to say, 5,000 (22 books per student) for high school collection, then the number of fiction (20%) per student would be 1,000 or 4.4 books per student. This, we feel, would be totally inadequate to fulfill objectives of Saturated School Library Program. We have increased percentages in this category from 20 to 22 per cent or 8.8 books per student since public library facilities are not available to students (or for adults) in the area. Many students ask for books for their parents (an average of at least 10 such requests each day according to records). This adds to the need in fiction and in all other areas.

Foreign language is not part of the curriculum nor is it planned in the immediate future since more pressing needs now exist. For this reason no books in this category were included, but they can easily be added if and when need arises. A number of foreign language dictionaries would, however, be in the collection for reference. Neither art nor music as subjects are included in the curriculum, but it is planned that teachers and librarians will make a concentrated effort to use these materials integrated with other subjects (history, for instance) therefore, percentages were left the same.

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[1] Douglas, Mary Peacock. The Teacher-Librarian's Handbook. American Library Association, 1949. p.89.

In high school, percentage in literature was reduced 2 per cent leaving 11 per cent or 990 books, or 4.4 books per student. This number will still provide a varied collection in this subject area for a dynamic program. Many recommended books in this area are, at least at the present time, too advanced for the cultural and educational background of the students. It is reasonable to assume that with a concentrated effort throughout total educational program, this would not be true after a time and that the 2 per cent might then be taken from fiction area and added to literature. The easy book collection has been increased from 13 per cent to 15 per cent. Many of these books will be used by retarded readers as well as primary grades and many students check out these books for a younger brother or sister at home. Older students enjoy browsing in this area and are encouraged to do so.

The listing of 18,000 books in the collection is not thought of as a maximum number in the library holding. At least one book per student should be purchased each year above sets of reference books and paperbacks. This would amount to approximately $2,250 (450 x $5). Such purchase would be necessary to:

(1) Keep up with current materials.
(2) Provide for widening interests.
(3) Replace worn-out volumes.
(4) Expanded curriculum enrichment.

Funds would be available under ESEA Title I (undetermined amount) and II ($900) for adding yearly to the collection plus about $750 of the regular local budget of $1,000.

The listing of 1,350 paperback books in the materials collection for a Saturated School Library (averaging about 3 books per pupil) was included for a number of reasons. As an instructional tool, the paperback is a new phenomenon, but the librarian has the responsibility, in cooperation with administrators and teachers in making use of this new medium or any other medium of communication whenever its characteristics can effectively facilitate the process of teaching and learning. The study made in the Edgewood Elementary School, Scarsdale, New York[1] was revealing. The Edgewood Project indicated that some of the useful and specific benefits to be derived from the use of paperbacks were as follows:

1. Unanimous agreement that for subject areas which quickly become dated, such as science, space, reference books on vital statistics, sports heroes, material on new emerging nations and current topics which generate high interest for short duration should be covered by paperbacks.

2. For the reluctant reader--more books with which to gain rapport or use to initiate the reluctant reader to the library collection.

3. Some children prefer paperbacks to hardcover books. They are easy to carry, look less forbidding, and are new.

4. Duplication of popular titles averts the frustration that children encounter when popular books are almost always out.

5. Paperbacks make possible the purchase of books on a higher reading and interest level for exceptionally able children. The higher cost of hardcover books would not justify buying many titles that only a few children could manage.

As an experimental project, Deer School purchased 375 paperback books and put them into library circulation. These books were integrated with the hardback book collection, cataloged in the same manner, and interfilmed on the shelves. It was found that when a paperback was on the shelf by its twin in hardcover, the paperback was checked out first. A happy encounter with a paperback often leads a child to other books by the same author in hardcover. The experiment has not been in operation long enough to make any final conclusions, but as of now nothing we have learned disputes the conclusions drawn from the Edgewood Project. We feel that such books have a very definite place in the school library, and that they fill a very real need.

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[1] Rabban, Elana. "The Elementary Paperback: A Trial Run." SCHOOL LIBRARY JOURNAL, May, 1966, pp.51-54.

Why three paperback books per pupil? As no standards are available at the present time and since Committee members have not had sufficient personal experience in this area, the number of books per pupil might be termed as an educated guess. It was felt that with the planned usage as stated, this would be the approximate number needed to take care of expected usage. Only careful evaluation of actual practices will give the answer.

Table 2

BOOK COLLECTION

Subject Area	Elementary			High School		
		Saturated School Library			Saturated School Library	
	Suggested Percentage 1/	Percentage	Titles	Suggested Percentage 2/	Percentage	Titles
General Works	1.2	1.2	108	5	5	450
Philosophy	0	.1	9		.5	45
Religion and Myths	1.2	1.2	108		.5	45
Social Science and Folklore	9.1	9	810			
Social Science and History				18	19	1,710
Language (Foreign)	.3	0	0	1	0	0
Science and Math	13	13	1,170	10	10	900
Applied Science	10	10	900	10	10	900
Health and Physical Education				2	1	90
Fine Arts	5	5	450	5	5	450
Literature	3.2	3.2	288	13	11	990
History and Biography	22.5	20	1,800			
Biography and Travel				16	16	1,440
Fiction	21.5	22.3	2,007	20	22	1,980
Easy and Picture	13	15	1,350			
TOTAL			9,000			9,000

1/ American Library Association. BASIC BOOK COLLECTION FOR THE ELEMENTARY GRADES (7th ed.)

2/ THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, Policies, and Criteria for the Approval of Secondary Schools, 1950-1960. pp.14-17.

Professional Collection

A basic collection of 1,000 books has been included in the professional collection. Professional reading is defined in general terms so as to include any book or material that would serve to give additional knowledge to the teacher. The collection will contain all kinds of books and will be selected to meet needs of the staff, and will include non-fiction and fiction. This number of books represents a 400% increase from that recommended in ALA Standards. In addition, 100 periodicals per year have been included and this number doubles ALA Standards.

If for some reason, choice has to be made between periodicals and books, periodicals would receive priority. This is true for several reasons. Many busy teachers will have time to read an article from a periodical when perhaps they would not have time to read a book. Periodicals serve to keep the reader alert to recent developments in the field and often serve to stimulate interest which leads to additional reading. Too, many professional journals review materials for students that stimulates teacher requests for use as a basis for book suggestions for library purchase.

Of the 100 periodicals, some would be duplicate titles. Even with a 16 member faculty some teachers would use a title so extensively that more than one copy would be needed. The numbers concept of so many periodicals per teacher has no place here since all teachers need to have available to them a wide variety--no matter how large or small the faculty their interests will be varied and their needs numerous.

The size of the book collection, 1,000 books (about 63 books per teacher) is admittedly high but can be justified in this particular school for a number of reasons.

1. No professional library is now available to teachers from any other source except by special request for individual titles from North Arkansas Regional Library, 40 miles away. Chances are that most professional books requested, would in turn, have to be requested from Arkansas Library Commission in Little Rock.
2. Reading is the best method of solving the time lag which now exists between findings of educational research and their application in the classroom.
3. "To teach well, a teacher must be constantly reading, seeking new insights into oneself, and applying these to his chosen profession."[1] The books must, therefore, be available and easily accessible to the teachers.
4. A prerequisite to getting a large percentage of students to do voluntary reading is that the educator must himself be widely read in basic works and in his field and in related areas (and are any areas unrelated today?)[2]
5. If teachers are enthusiastic about reading and if excitement is generated by reading, it is bound to have a catalytic effect on the child. Without this enthusiasm, reading is drudgery for the child.

Many books of interest to the faculty are available in paperback. This fact would reduce cost per book and would make it more practical to keep up with timely, though perhaps short-lived interest areas. Perhaps as many as 50% of the professional book collection needs (or 500 of the 1,000 titles) would be found practical to obtain in this format. This would also include a sizeable number of fiction titles.

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[1] McCallister, Carlyne. "Teacher Contacts with Library Important." EDUCATION. March, 1966. p.408-411.

[2] Trenfield, William. "The Book--The Greatest Teaching Machine." EDUCATION. March, 1966. p.429-433.

A collection of carefully selected professional materials, easily accessible and readily available to administrators and teachers (and parents) provides one of the best methods for continuous education through improving general educational background by keeping the reader informed and up-to-date. A basic collection of 1,000 books plus yearly subscriptions to 100 journals, is a minimum goal for the type of library program planned.

In addition to books and periodicals, there will be files to house pamphlets, curricular guides and government documents.

Deciding what to read is no small matter; the supply of books and other materials is increasing so rapidly that one cannot afford to waste time going through second-rate material in search for something significant and helpful. Teachers and administrators will, through cooperative planning with librarians, decide on kinds and types of materials to be selected for this area. With this type of selection and with the type of teacher-librarian teamwork planned, use of the professional material is virtually assured.

Periodicals

The number of titles in the magazine collection is not affected by the number of students enrolled.[1] It is important that students become familiar with a wide range of good magazines and the collection should be large enough to permit representation of many subjects and special interest areas as well as popular reading fare.

In general, magazines arouse interest in a wide variety of subjects, offer encouragement to read (especially for slow readers), teach pupils to locate information and to value current publications as a source of information, and develop recreational reading habits.[1]

Magazines offer many opportunities for effective use depending on the ingenuity and resourcefulness of the teacher and librarians. Common uses include: displays, scrapbooks, use of illustrations by opaque projector, reference materials, panel discussions, and models for creative writing. Other more specific uses might include:

1. Unit study of magazines with attention focused on style, makeup, viewpoint, and authors, giving overall view to what is available and teaching discriminating use.
2. Literary magazines may serve in English classrooms as secondary text for contemporary literature.
3. Furnish information relating to occupations, education, personal hygiene etc. for guidance program.
4. Use of articles as basis of class dramatization, mock radio programs, and class publications.

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[1] American Association of School Librarians. Standards for School Library Programs. American Library Association, 1960. p.78-79.

[2] "Teachers in all Fields Use Magazines in the Classroom." NEA Research Bulletin. Vol. 38, No. 1, February 1960. pp.27-31.

Magazine articles are usually written for popular tastes and more often than not are accompanied by striking illustrations. Too, magazine material usually is readily understandable. Information featured in magazines is of current interest; pupils thus acquire a feeling for the importance and meaning of what they are studying and also gain the benefit of up-to-date findings to supplement their text and reference books.

Magazines motivate independent reading[1], arousing interest in a wide range of reading abilities. Slow learners are encouraged to read in area of special interests. The average student finds enrichment of course work and heightened interest that goes with new and current materials. The superior student is challenged by adult materials, a broad range of topics and very often depth which regular classroom material does not contain.

The number of titles to be duplicated in the school library is determined by teacher and student needs. The majority of students in this area do not have access to magazines in their home[2] nor to public library facilities which make their needs even greater than might normally be expected. Duplicate titles of some of the more popular periodicals (in a few cases as many as 5) would permit home circulation and use of this media and give all family members an opportunity to share the contents. In this way children gain practice in reading skills and also are introduced to new areas of possible interest. Parents would have an opportunity to become familiar with reading materials that in all probability they would otherwise miss.

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[1] Ibid.

[2] See page 82 in Appendix.

Back issues of many periodicals are needed for reference work and should be kept a minimum of 5 years unless purchased on microfilm.

In an effort to determine realistic needs of Saturated School Library, teachers were asked to submit list, in series of group conferences, of magazines they would like to have available to their students. This request led to a careful examination of curriculum and to plans for enrichment of instructional program. Students, too, were questioned and asked to make suggestions of what they would like to have available to them. This particular inquiry wasn't too satisfactory because of student's unfamiliarity with many titles, but suggested subjects did prove helpful. A total of 180 titles, serving grades 1-12, were selected. Duplicate copies of several titles were judged desirable to handle anticipated home circulation. The total number of paid subscriptions came to 370, distributed as follows:

Total number of titles	180
2 copies	64
3 copies	25
4 copies	20
5 copies	4

Titles cover wide range of subject interests and reading abilities including popular reading fare with a breakdown on subject areas as follows (although there is considerable overlapping):

15	Agriculture
6	Arts
10	Book reviews and creative writing
1	Business and economics
1	Drama and theater
5	Family and consumer education
7	Fashion and grooming
9	Geography and travel
11	Handicrafts
8	History
3	Health and safety
5	Homemaking
23	Language arts
2	Mathematics
2	Mechanical arts
3	Music
24	National and world affairs
3	Nature study
3	Occupations
4	Outdoor life
1	Photography
3	Physical education and sports
1	Radio and television
27	Science
1	Space exploration
2	Other (Bureau of Census publication-Abridged Readers' Guide)

Storage of a number of periodicals over several years would become quite a problem. This is probably the most important reason for considering purchase of periodicals on microfilm. Other advantages would include:[1]

1. Relieves librarian of undue concern over issues which may be lost or damaged.
2. Permits clipping from paper issues after microfilm copy is on file.
3. Students learn operation of new library tool which will prove useful in college or later life.
4. Microfilm is light and easy to handle.
5. Paper issues may later be given to students.

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[1] Erbes, Raymond G. "Microfilm Can Increase Space, Update Services." American School Board Journal, November, 1965. pp.42-43.

Faculty members felt that a careful evaluation of periodicals at end of one year of usage would be necessary before a wise selection of a number of magazines to be purchased on microfilm could be made. It is obvious that contents of a Saturated School Library would vary from first year to the next. That is, what would be considered ideal as to numbers and kind one year might very well change greatly the following year as teachers and students become acquainted with diversified media. The demand quite likely would increase; so perhaps would tastes change as individuals become more sophisticated and more discriminating in their selection.

For the first year of operation 12 periodicals were chosen for purchase on microfilm. All are indexed in the Readers' Guide.

1. AMERICA
2. CHANGING TIMES
3. LIFE (Color)
4. SATURDAY REVIEW
5. SENIOR SCHOLASTIC
6. U. S. NEWS AND WORLD REPORT
7. AMERICAN HISTORICAL REVIEW
8. SCIENTIFIC AMERICAN
9. TIME
10. NATURAL HISTORY
11. TODAY'S HEALTH
12. PRACTICAL FORECAST FOR HOME ECONOMICS

Back issues of one periodical, TIME, to 1958, were also included for purchase.

It would seem reasonable that all periodicals, including back issues, used for reference to any great extent should be purchased on microfilm, but such selection of titles would require careful and considered evaluation. Most certainly materials relating to Arkansas History that are now out of print would be purchased on microfilm if and when they become available since there is a great demand for this type of information.

Six newspapers subscriptions were considered necessary for students needs so that a collection would be available on national, state and local scene.

Those selected were:

Arkansas Gazette (daily and Sunday)
Arkansas Democrat (daily and Sunday)
St. Louis Post Dispatch (daily and Sunday
Harrison Daily Times (no Sunday edition)
Boone County Headlight (Boone County weekly)
The Informer (Newton County weekly)

It was concluded that, at the present, there is little need for any newspaper to be purchased on microfilm although such a procedure may be highly desirable in the near future as study in depth progresses. Back issues of TIME and current issues of TIME and U. S. NEWS AND WORLD REPORT would fill our present needs. A carefully kept file of clipped pertinent articles from newspapers will be kept for reference.

Audio-Visual Service

The school being served by the model library must be structured so as to accept the multi-media approach to teaching, and the library must provide a wealth of non-print materials, chosen for the particular needs and objectives of the school curriculum the library is to complement and serve. In the situation we are developing, we envisage print and non-print materials as equal partners in the teaching-learning process. Through teacher-librarian conferences and through the library education program for students, we plan to foster the attitude that audio-visual materials are no different from books in their objectives and presentation. It is further planned to develop this cohesiveness of the collection by developing a cross-media card catalog which will include all holdings in the library collection, both print and non-print.

Far too often the role of the library staff in the use of audio-visual materials has been that of "search, procure, and distribute." Our model library, seeks a deeper involvement of the librarian. She will plan with teachers and students for the use of the materials, making suggestions for additional aids which would further the aims of the project being undertaken. She will follow through during the use of the materials, if needed, and will make additional materials available for the use of those students who have been motivated by the unit of study to delve deeper into the subject on their own.

Many students and teachers are reluctant to use non-print materials because of the time-consuming work involved in their location, transportation to use area, and preparation for showing. Materials will be furnished in sufficient quantity so that what is needed will be available when needed and can easily be placed where needed. This will necessitate the purchase of some materials which will ordinarily be kept in the teaching station where it is most likely to be used and might be needed to reinforce information or to review concepts which have been missed in the initial use of the material. It will also be necessary to purchase equipment of advanced design with ease of operation being given heavy consideration.

Just as the student or teacher comes to the library for investigation of problems in print material, he should be able at the same time to turn to non-print material for help in problem solving and development of new understandings. For this reason, heavy emphasis is placed upon efficient organization of materials so that they are readily accessible for use by individuals or small groups.

Because a large percentage of students suffer from multiple educational disabilities, they need specially prepared instructional materials to help them overcome their disadvantages. Therefore, provision is made for the preparation of many audio-visual aids locally with both students and teachers involved in this rich educational experience. Slide films, transparencies, tape recordings, and models all play a very important role in this learning situation and will be emphasized.

Just as print materials are checked from the library for home use by students and parents, we plan to provide for home use of those audio-visual materials which are adaptable for such circulation. Filmstrips, slides, and prints should be especially useful in this service. Such loans would not only assist the student in his work but would also enrich the understandings of parents as they come in contact with these learning aids.

The guiding principle in the development of the audio-visual collection will be an organized service based on the needs of the curriculum as revealed by a careful analysis of course content and methods of teaching. It is anticipated that these materials will provide each pupil the learning opportunities that will help him to make full use of his potential.

The only films available to students and teachers in our present library are those owned by the Arkansas State Department of Education and "free" films loaned by companies. Good teaching is handicapped when the instructor has to make plans to borrow films a long time in advance of anticipated use. To be sure of receiving films owned by the State Department of Education, requests must be made in the spring for the following school year. Effective use of films by individual students for independent study or preparation for class assignments, is for all practical purposes impossible under present circumstances. For maximum usage of this media, films would need to be as readily available as books but the costs involved are so high that such is all but impossible. The ownership of a county-wide film collection (all schools participating) of one film per student would cost in the neighborhood of $120,000 and is not likely at present.

The best solution to the problem at the present time would seem to be rental of 16mm films wanted when not obtainable free from other sources. The purchase of few films, used frequently would be feasible. We have included 20 in this category.

The cost of filmstrips, slides, and recordings is more reasonable and a sizeable collection on many subjects, covering a wide range of interests, readily available in the library is an important part of the total library program.

The Appendix of this report contains a bibliography for a unit on SHAKESPEARE and for a unit on CAVES. These bibliographies are included as one of the means of showing need for substantial addition of audio-visual materials as well as books and periodicals to the library collection as a method of enriching course offerings and providing for individual differences and interests of the students.

It will be no surprise to find such an abundance of material available for purchase relating to Shakespeare and Elizabethan England.

Of the 69 recommended books listed in this bibliography, 13 are part of the Deer Library collection. Of 11 periodical sources listed, 5 are in Deer Collection. No films are owned by Deer Library but of the 12 listed, 4 may be borrowed from Arkansas State Department of Education. Deer Library has two of the 27 filmstrips and four of the 37 records listed.

The materials available on such a subject as caves, may prove enlightening. Of the 25 recommended books available (and of course there are others) our present library collection contains 12. Of the 11 periodical sources listed we have 7. Our library collection contains none of the audio-visual materials listed (films, filmstrips, and slides), however, two of the films may be borrowed (free) from Arkansas State Department of Education in Little Rock.

The following table indicates what the Library Committee considered desirable for the Model Saturated School Library in comparison to latest recommended standards (NEA, Department of Audio-visual Instruction). Included, too, is a recommended 3-year budget for carrying on the audio-visual program after it is set up.

Table 3

		PRICE		RECOMMENDED STANDARDS		
				NEA, Dept. of Audiovisual Instruction Advanced Program		Deer School Grades 1-12 15 teaching stations
Quantity	Item	Unit	Total	Elementary	Secondary	
20	16mm Films (purchase)	150.00	3,000.00	1,000 titles plus	1,000 titles plus	20 Titles
225	16mm Film rentals	3.00	675.00	Average of 12 per station per year	Average of 12 per station per year	15 per station per year
788	Filmstrips	6.00	4,728.00	1½ per student per ADA preceeding yr.	2 per student per ADA preceeding year	2 per student per ADA preceeding year
394	Recordings	4.00	1,576.00	300 plus 3 per teaching station		1 per student per ADA preceeding year
197	Tapes	1.50	295.00			½ per student per ADA preceeding year
394	2x2 Slides	1.50	591.00	Quantitative guidelines not recommended at this time. Fair share of funds expended for media.		1 per student per ADA preceeding year
394	Transparencies	5.00	1,970.00			1 per student per ADA preceeding year
100	8mm Cartridge Films	20.00	2,000.00			100 per school
105	Maps and Globes	10.00	1,050.00			7 per teaching station
197	Flat Pictures	5.00	985.00			½ per student per ADA preceeding year

Quantity	Item	PRICE		RECOMMENDED STANDARDS		
				NEA, Dept. of Audiovisual Instruction		Deer School Grades 1-12 15 teaching stations
				Advanced Program		
		Unit	Total	Elementary	Secondary	
4	16mm Sound Projector	795.00	3,180.00	1 per 5 teaching stations	1 per 5 teaching stations	1 per 4 teaching stations
3	Rear Projection Unit	149.50	448.50			1 per 5 teaching stations
3	8mm Carridge projector	154.00	462.00	1 per school	1 per building	1 per 5 teaching stations
1	Super 8 Camera	58.00	58.00	1 per school	1 per school	1 per school
4	2x2 slide projector (automatic)	145.00	580.00	1 per 5 teaching stations	1 per 5 teaching stations	1 per 4 teaching stations
15	Filmstrip-Slide projector	172.45	2,586.75	1 per teaching station	1 per teaching station	1 per teaching station
30	Filmstrip viewers	17.95	538.50	1 per teaching station	1 per teaching station	2 per teaching station
17	Overhead projector	174.50	1,221.50	1 per teaching station	1 per teaching station	1 per teaching station plus 1 per 7 stations
3	Opaque projector	324.50	973.50	1 per 6 teaching stations	1 per floor	1 per 5 teaching stations

Quantity	Item	PRICE		RECOMMENDED STANDARDS		
				NEA, Dept. of Audiovisual Instruction		Deer School Grades 1-12 15 teaching stations
				Advanced Program		
		Unit	Total	Elementary	Secondary	
6	Micro Projector	168.00	1,008.00	1 per 2 grade levels	1 per department where applicable	1 per 2 grade levels
2	Microfilm readers (UMI)	100.00	200.00			2 per school
10	Record players (earphones)	150.00	1,500.00	1 per teaching station	1 per 5 teaching stations	1 per 1½ teaching stations
7	Tape recorders	249.50	1,746.50	1 per 2 teaching stations	1 per 5 teaching stations	1 per 2 teaching stations
3	Radio receivers (AM-FM)	79.00	237.00	1 or more per building	1 per 10 teaching stations	1 per 5 teaching stations
1	Intercom System (pipe audio to rooms)	930.00	930.00			
17	Projection screens (72x 96)	104.45	1,775.65	1 (mounted per room	1 (mounted) per room	1 (mounted) per room
3	Projection screens (tripod)	59.95	179.85	1 additional	As needed	1 per 5 teaching stations
18	Projection carts	31.00	558.00	1 each room (permanent)	1 each room (permanent)	1 each room plus 1 per 5 stations

				RECOMMENDED STANDARDS		
		PRICE		NEA, Dept. of Audiovisual Instruction Advanced Program		Deer School Grades 1-12 15 teaching stations
Quantity	Item	Unit	Total	Elementary	Secondary	
1	Film rewind	54.00	54.00	1 per building	1 per building	1 each school
2	Film Splicer 8mm, 16mm	39.00	78.00	1 each per building	1 each per building	1 each per school
1	35mm Camera	95.00	95.00	1 per building	1 per building	1 per school
1	Polaroid Camera	130.00	130.00	1 per building	1 per building	1 per school
1	Transparency File Cabinet	74.50	74.50			
1	Slide Cabinet	54.00	54.00			
	Local Production Equipment (dry mount press, iron, transparency production equipment, slide reproducer paper cutter, copy camera, etc.)	1,000.00	1,000.00			

The budget below is based on 3.5 per cent of the average per pupil instructional cost based on ADA for the previous year. This budget provides for the cost of the on-going program, including expansion of the materials collection. It does not provide for purchase of additional equipment which should be considered as capital outlay and purchased with other funds.

MATERIALS BUDGET
Recommendation for Deer School

	1st Year	2nd Year	3rd Year
Film Rental	$675.00	$675.00	$675.00
Repair and Maintenance	200.00	200.00	200.00
Purchase of Commercially Prepared Materials	800.00	900.00	1,000.00
Replacement of Materials	200.00	300.00	350.00
Supplies (including locally produced materials)	400.00	500.00	600.00
Contingency fund	89.00	150.00	200.00
TOTAL	$2,364.00	$2,725.00	$3,025.00

IMPROVEMENT IN INSTRUCTIONAL PROGRAM IN SCHOOLS THROUGHOUT THE COUNTY BY USE OF MOBILE UNIT

Improvement in Instructional Program in Schools Throughout the County by Use of Mobile Unit.

One of the major concerns of the Library Study Committee, as members became more knowledgeable of the components of good library services and the resulting impact on the total educational process, was "how" to improve more directly the other four libraries in the school districts in the county. The establishment of a Model Saturated School Library at Deer School through a Title III, Operational Grant would aid measurably in this improvement as teachers, parents, and community leaders actually had an opportunity to observe and evaluate the effects of such a program, but even this plan left the Committee unsatisfied. Something more was needed. A Mobile Library Unit operating from Model Saturated School Library Center would provide immediate and direct benefits to other schools in the county. The Mobile Unit would operate as follows:

A professional librarian in charge of a mobile unit would work with a working council of teachers (including school librarian) formed in each of the school districts to provide professional leadership, consultation and supervisory services for the provision, organization and operation of school library. Specific programs will be planned by each school's working council of teachers and librarian.

Based on special needs such activities might include:

(1) Planning improvement of library facilities.

(2) Setting up professional collection.

(3) Evaluation of library program.

(4) Use of some specific media: paperbacks; microfilm; reference books; teacher-student-prepared transparencies, slides; etc.

(5) Reading guidance--library appreciation periods; story-telling;

special reading projects such as exploring poetry, folk tales, book reviews; individual reading records.

(6) Team teaching. Working relationship between school librarian and classroom teacher in which the two in partnership plan how to stimulate specific area of curriculum -- chosen by teacher. Librarian provides depth and insight by providing resources as a result of deeper understanding of subject matter. Teacher uses composite ideas as basis for future detailed lesson planning. Continuous contact between teacher and librarian enables librarian to develop library lessons related to specific class experiences.

Library materials on the mobile unit from the Deer Library Center would be available by request to supplement each school district's collection as needs are determined by each individual school's working council. For instance, if a unit is planned by 5th grade classroom teacher on EARLY EXPLORERS, and it is found that the school library lacks sufficient material in this area, the mobile unit librarian is contacted for additional material. It might be found that for an intensive study of Elizabethan England and Shakespeare, insufficient material is available for retarded readers. Mobile unit librarian would again supply materials needed. At the same time, the school district's library would than make every effort to fill this gap in their collection by deciding what materials should be ordered to meet future needs in this specific area. In other words, mobile unit fills immediate needs and aids individual library programs to plan to become self sufficient.

Another function of the mobile unit would be to actually demonstrate specific services. This might include:

(1) Story-telling or other reading guidance projects.

(2) Making an entire special collection (including A. V. materials) available.

  (a) Books on Arkansas - all classifications, including fiction.
  (b) South America.
  (c) World War II.
  (d) Poetry.
  (e) Folktales.
  (f) Pre-school -- picture books, etc.
  (g) Hobbies.
  (h) Paperbacks.

Such collections would be available to groups for specific purpose by teachers, students, or parents, or a combination.

(3) Teaching of some specific library skill.

(4) Holiday or special day program.

Such demonstrations of specific services would be at the request of a working council of teachers, not something planned independently by the mobile unit librarian and "thrust", so to speak, upon the school.

IN-SERVICE EDUCATION OF TEACHERS FOR PROFESSIONAL AND CULTURAL GROWTH IN THE MODEL SATURATED SCHOOL LIBRARY PROGRAM

In-Service Education of Teachers for Professional and Cultural Growth in Model Saturated School Library Program.

Full and effective use of library resources requires informed, competent teachers. Opportunities for in-service growth in teacher benefits, knowledge, and utilization of the library comes through involvement of teachers in planning the library program. Because of this, continuous cooperative planning in the development of sound instructional practices, including diagnosis of learning needs, flexible grouping, and individualization of instruction will be carried out. Teachers will assist in formulating overall plans of the program and will participate in setting the objectives of the library program and planning ways to achieve them. A professional library of up-to-date materials, books and periodicals will be maintained.

The Center, Model Saturated School Library at Deer School, as well as each school in the county (total of 5), will form a working council of teachers to follow through on above stated planning. All teachers will be involved but each working council will perform as a committee representing school teachers in their district.

In addition to this activity in each school, a two-week summer workshop during the first year of operation for all teachers in the county would be of great value. The purposes of such a workshop would include:

1. Further planning in relation to needs and future direction of each school's library program and the program of the Mobile Unit.
2. Exchange of ideas between school districts and closer personal working contacts among teaching personnel in county.
3. With aid of consultants, review of current trends and practices in library service, new library materials available and reading

guidance practices.

4. Demonstration and study of team-teaching procedures and suggestions of additional possiblities.
5. Review and discussion of philosophy involved in library program.
6. Evaluation of the progress of the project program.

REMEDIAL READING AS RELATED
TO THE
MODEL SATURATED SCHOOL LIBRARY PROGRAM

Teaching of Remedial Reading in the Model Saturated School Library

One of the areas explored by the Library Study Committee was the best methods, techinques, and materials available for teaching of remedial reading. It was recognized that regular classroom instruction would help borderline cases, but that intensive help should be given to poor readers.

Scores on Nelson Reading Tests administered to students in grades 2 - 6 in Deer School, September 1966[1] show that well over half of the students ranked in the lower 50 %-ile and are experiencing major reading difficulties.

Hundreds of books and magazine articles have been written on the subject of reading but as best as could be determined, none have the perfect solution and the question of how, why, and when is still being debated and investigated. Teaching machines are being produced by the hundreds: I.R.A., Words-in-Color, S.R.A., and programmed instruction all claim merit. Most of the methods have true value but upon investigation and observation, it was concluded that the extent of success seemed to depend more on the enthusiasm and dedication of the teacher using the material (size of group and time alloted are also major factors), as on the material being used. Many schools in Arkansas are now trying out these different materials and we shall have to wait a year or so before final results are known.

John Downing's book, The Initial Teaching Alphabet,[2] and numerous magazine articles were studied and discussed regarding the use of the

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[1] See page 83 in the Appendix.

[2] Downing, John. The Initial Teaching Alphabet. Macmillan, 1966. 166p.

I.R.A. method of teaching reading. Different reading experts were interviewed and talks were held with teachers using this method of teaching reading in the first through third grades.

The following conclusions were drawn:

(1) It is possibly a very good method to use in initial teaching of reading, i. e. first grade group and carry through for three years.

(2) For use in county area, the Library Study Committee felt that other methods would better serve our purpose because:

  (a) Specially trained teachers would be needed for I.T.A.

  (b) Length of time involved to carry study through would not help transfer students.

  (c) Immediate carry-over to supplementary reading through magazines and newspapers is not as likely. Supply of supplementary reading materials specially designed for I.T.A. not plentiful.

  (d) If used in remedial class, would set the group even further apart from social group through use of "special books."

  (e) Students previously exposed to regular alphabet are often confused by this transition.

  (f) Method as of this time not proven statistically to be the final solution to reading problems.

A set of Words-in-Color method of teaching reading was purchased for trial use in the Deer School. Delivery of the materials was too late to use in summer school program, but was used beginning September for the 1966-67 school term on an experimental basis in grades 1 through 6, 30 minutes per school day in each grade. A VISTA worker instructed the students (and the teachers) until last of October at which time regular classroom teachers took over. At first, students were fascinated by Words-in-Color program, considering it rather like a game. Enthusiasm of students has a direct relationship to enthusiasm of teacher. For this reason progress and interest is more marked in some classrooms than in others. At the end of the school year students will again be given the Nelson Reading Test and scores compared to earlier results.

The Committee believes that a different attack on the problem of improving the reading level of children would better fit the immediate needs, that of eliminating the problem at its source.

A survey conducted in April 1966 of reading materials available in the homes of residents of Newton County, Arkansas, verified what was already suspected.[1]

One hundred-eleven of the 318 families responding to the questionaire stated that they owned no books other than textbooks. Only 50 families subscribed to a daily newspaper. One hundred thirty-six families took no magazines of any kind. One hundred and ninety-four adults admitted reading no books whatsoever in past 12 months. Only 13 had read over twenty books. Not nearly all questionaires were returned so results were not as complete as one would wish. One thing seemed obvious, however, the adults in the community were not reading.

In the Model Saturated School Library, students and faculty will be provided a suitable chance to examine and select from a wide range of materials, provided an opportunity to seek advice in choosing multi-media suited to their individual needs and assistance in preparing materials tailored to fit their individual differences. Reading will be the natural outgrowth. Maturity of reading and interest is expected to develop from a program planned to meet developing interests and abilities.

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[1] See pages 81 and 82 in the Appendix.

Library materials will be used in this program instead of following the usual trend of employing remedial reading experts and outfitting a reading laboratory.

If the love for reading can be instilled in the pre-school child, then the ability to read will naturally follow. Such a program will eliminate the need for special instruction (except for the handicapped) in remedial reading. The success of such a program is dependent upon good library services as described throughout this report and would involve a constant evaluation of the total school program. Involvement as much as possible of adults in the community would prove helpful. They, too, should be reading.

USE OF TEACHING MACHINES
IN THE
MODEL SATURATED SCHOOL LIBRARY

Use of Teaching Machines in the Model Saturated School Library.

The Library Study Committee attended a two day workshop in Little Rock the latter part of July 1966, conducted by Arkansas School Service in which demonstrations of a variety of teaching machines was observed. In addition a Rheem Califone Tachistoscope and related materials were rented and used during the Planning Grant in the Deer School Library. After evaluating use of this equipment and after examination of equipment in the workshop, the following conclusions were made:

1. Teaching machines, as for example the Tachistoscope, could be used to advantage in the library for independent study by students needing this type of training, but use would be more effective in small groups under supervision of teacher, either by specially trained teacher such as reading teacher or classroom instructor.
2. Cost of teaching machines and sets of filmstrips or tapes generally cost a great deal and it is doubtful that cost could be justified until and unless library had available a variety of other media. Books, periodicals, tapes, filmstrips, films, slides, and pictures should come first. Teaching machines examined were of incidental value in library situation.

Further investigation is desirable regarding value of teaching machines in the library especially since more and more are comingon the market. The reluctance of committee members to commit themselves was due to insufficient evidence available as to the value to the total program. In other words, it was felt that while immediate results would, no doubt be noticeable from use, members questioned lasting effects as the novelty to students wore off. Part of this feeling might be due to "over enthusiastic" attitude of sales personnel, but the fact remains that the higher cost of such a program makes one hesitate and carefully consider whether or not value is commensurate with cost. Several librarians from other areas were asked to recommend any type of teaching machine for library use they had found of value. None would do so, saying they had not proved themselves as yet in a library situation.

The above evaluation did not include a calculator however, since such a machine could have a definite place in library--especially since students who are interested could easily learn to use and operate such a device with little oral instruction. Business education offered in the Deer School consists only of typing instruction, a calculator available in the library would enrich this area of the curriculum and one such machine was recommended for purchase.

Facility for Model Saturated School Library

Main Reading Room - 3,000 sq. ft. - Grades 1 - 12

Three thousand square feet of space will comfortably seat and serve as many as 80 students at one time. This will permit both high school and elementary children to use the area simultaneously without conflict. The "open-door" policy is not valid without spaciousness and the reading room is just another room if it does not have the air and atmosphere of a special place. Not only should the reading room be as inviting as an attractive living room, but it should also be conducive to serious study. The area will be broken by the placement of shelving with no more than two tables in each area, and the arrangement of study carrels throughout the library arranged in a variety of ways will provide more or less private study stations. A browsing area furnished with comfortable chairs will also be included. Books will be arranged throughout on open shelves, tempting student to investigate their contents.

Independent Study Room - 420 sq. ft.

The independent study room, opening directly into the library, will contain 12 study carrels and will provide private working stations for superior students who will be assigned by teachers to use this area. These students may leave their work and possessions knowing they will not be distrubed and can resume their independent study when opportunity permits. Two students may be assigned to each carrel, if need be, thus providing space for 24 such students.

FACILITY FOR THE
MODEL SATURATED SCHOOL LIBRARY

Typing Room - 300 sq. ft.

The typing room will contain 6 typewriters. Students engaged in research or teachers preparing materials may take library materials in this area to prepare reports, type notes, or compose original works.

Primary reading-activity room - 1,440 sq. ft.

The primary reading-activity room will be designed to fit needs of K-3 but will lend itself to other age groups as well. Colorful rugs and gay cushions will help create an attractive atmosphere. Shelving will be low; flannel boards, display boards, puppet theatre together with small chairs and tables will be present in a variety of arrangements. Here too will be "pint-sized" study carrels, magazine shelves along with record player, filmstrip machine, individual viewers, puzzles and, of course, many books. In short, all the material and equipment available to provide an enjoyable and pleasurable experience for this age group. A piano will be one of the pieces of equipment to aid in musical program as related to library activities.

Classrooms - two (32' x 32') = 2,048 sq. ft.

Classrooms are, of course, needed in teaching students how to use the library and its resources, but they serve other needs as well. Two such rooms have been included in our plans--one primarily for high school students and the other primarily for grade school students. Special projects in reading guidance may take place in these areas. All kinds of experiences may be shared--a book, listening to a guest speaker, visiting author or poet, group discussions involving all sorts of topics, or practice on puppet shows or other programs. These classrooms will be capable of being darkened and will serve as visual rooms as well. Teachers and students will come here to preview films. Teachers may wish to bring class groups to this area for study when the proximity of the library is unusually important for the lesson or topic at hand. Use of these classrooms will be as varied as imagination and ingenuity of school personnel allows. Each classroom can be divided by an operable wall into two conference rooms thus providing greater versatility in use.

Storage - Audio-visual equipment, materials and repair - 1,440 sq. ft.

More and more A. V. materials are coming on the market and usage is increasing rapidly. Storage for this material, equipment and repair requires a large space. This area will contain cabinets for storage of films, filmstrips, tapes, recordings, and slides as well as equipment such as projectors, filmstrip viewing machines, record players, and tape recorders. Audio may be piped directly to classrooms and other areas of the school as needed from this room.

Storage - Books and back issues of periodicals - 1,440 sq. ft.

Another area for the storage of books and back issues of periodicals is essential. The 5 year run of back issues of periodicals is insufficient to support the modern instruction program. We recommend 8 to 10 years for most periodicals. It is here that the microfilm reader will help out. Those magazines which are used extensively for research should be purchased on microfilm. With an eye to the future, stack area for books should be available. Open shelving is preferred but certain books which are used for special projects may be kept in this area to good advantage.

Workrooms - 2 (15' x 20') = 600 sq. ft.

The need for a workroom for the library staff is obvious. In this area books are repaired, accessioned, cataloged, and otherwise made ready for circulation. A sink, work counter, tables, typewriter, etc. are essential equipment. Equally important is a work area for faculty and students. It is here that new materials such as transparencies, overlays, slides, etc. can be prepared both for reporting to classroom or simply to increase an individual's own knowledge. This area should also include a photographic dark room. Among the equipment needed in this room would be such items as a spirit duplicating machine, a camera copying stand for making slides quickly with Polaroid Camera, paper cutter, dry mount press, movie camera etc.

Conference Rooms - 3 (10' x 12') = 360 sq. ft.

Three sound-proof conference rooms are included in this facility and are an important area of the library. They will serve as a place for quiet contemplation and study. Students may work in pairs or in small groups for study, committee work, panel and other preparation. Small groups or individuals may also use area for audio activities and for taping talks, lectures, interviews and so forth. Librarian-teacher and librarian-pupil conferences play an important role in total planned library program. These spaces will serve in good stead for such activities when other areas are being used. These conference rooms will also provide a place for teachers and pupils to view films, filmstrips, and slides and to listen to phonograph records and tape recordings. These rooms will be capable of being darkened.

Professional Area 900 sq. ft.

The professional library will be in a separate room adjoining the library and will be furnished with tables and chairs and study carrels for teachers who want to work and lounge chairs for those who want to read. Space is provided to house 1,000 books, a number of periodicals, pamphlets, curriculum guides and government documents. A collection of carefully selected professional materials, easily accessible and readily available to administrators and teachers (and parents) provides one of the best methods for continuous education through improving general educational background by keeping the reader informed and up-to-date.

Personnel Office Space 1 (10' x 12') = 120 sq. ft.

Only one librarian's office (for head librarian) has been included since it seems reasonable to suppose that other areas throughout the library suite will provide suitable space for individual work stations for the 3 other librarians. For example, one such space in professional area, one in main reading room, and another in either workroom or primary-reading-activity room. The provision of 3 conference rooms would provide privacy for individual or small group work and/or conferences.

Adult-Community Library Area 2,400 sq. ft.

This area should be as attractive in every detail as that of the reading room in the school library suite. Rest room facilities should be provided for adults, separate from students and, of course, the room should have an outside door. The variety and kind of adult services planned require a large area with plenty of space for books, tables for serious study and a comfortable lounge area for relaxing reading. The audio and visual areas in school library suite would be available for adult usage when needed.

Adult-Community Activity Room 2,400 sq. ft.

This room, to provide best usage, would have an operable wall so that the area might easily be divided into separate areas for club meetings or "opened up" for large groups or for activities requiring a much larger space. A careful analysis of proposed adult services (pages 23, 24 and 25) will quickly give an insight as to the different possible activities taking place here and the need for this amount of space.

Table 4

LIBRARY QUARTERS

(K-12, 450 enrollment)

	A. L. A. Standards	Saturated Library
Main Reading Room	2,400 sq. ft. (seat no more than 80)	3,000 sq. ft. (seat no more than 80)
Independent Study Room	No Mention	420 sq. ft. (12 study carrels)
Typing Room	No Mention	300 sq. ft. 6 typewriters
Primary Reading-Activity Room (K-3)	No Mention	1,440 sq. ft. (36' x 40')
Classroom and Visual Rooms	1 (30' x 32')	2 (32' x 32') or 1,024 sq. ft. with operable walls
Storage of audio-visual equipment, materials and repair	400 sq. ft.	1,440 sq. ft. (36' x 40')
Storage - books and back issues of periodicals	No specific mention of size	1,400 sq. ft.
Workroom	400 sq. ft.	1 (15 x 20) 300 sq. ft. Library Staff 1 (15 x 20) 300 sq. ft. Include dark room Students and Faculty
Conference rooms	1 (120 sq. ft.)	3 (120 sq. ft.) Soundproof, double for audio area and taping.
Professional area Faculty	Specific size not mentioned	900 sq. ft. with adjoining rest rooms.

LIBRARY QUARTERS (Continued)

Personnel Office Space	Specific Size not Suggested	1 (120 sq. ft.)
Adult-Community Library Area		2,400 sq. ft.
Community Activity Area		2,400 sq. ft. (with operable wall)

STAFFING THE MODEL SATURATED SCHOOL LIBRARY

Staffing the Model Saturated School Library

The American Library Association's Standards For School Library Programs[1] suggests the following personnel for a library serving 450 students, grades 1 through 12, providing quality library services: (p. 12).

1 - Professional librarian serving elementary children.

1 - Professional librarian serving high school children.

1 - Professional librarian (When head school librarian has full administrative responsibility for audio-visual materials the number of librarians and clerks increases by 50%).

TOTAL 3 Professional librarians

1 1/2 clerks

Mention is further made that when a number of observers and visitors are coming to the library, a larger staff would be necessary. (Page 56).

Based on these standards and after careful analysis of planned library services the following personnel are considered necessary for the Saturated School Library serving 450 students, grades 1-12:

4 - Professional librarians (1 per each 112 students).

Proportionate time commitment as follows:

Professional Librarian - Serve as head librarian with administrative responsibility for school library program as a whole. Supervision and direction of project, 1/4 time (2 hours per day). Direct the preparation and dissemination of reports and bulletins, public and professional relations, receiving and informing visitors and observers, 1/4 time, (2 hours per day). Library services to students, 3/8 time (3 hours per day). Library services to teachers, 1/8 time (1 hour per day).

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[1] American Association of School Librarians. Standards for School Library Programs. American Library Association, 1960. 132 p.

Professional Librarian. Work with students and teachers primarily in high school, grades 7 - 12. Services to students, 5/8 time or about 5 hours per day. Services to teachers, 1/4 time or 2 hours each day. Selection of library materials, cataloging, previewing and listening to audio-visual media, etc., 1/8 time or 1 hour per day.

Professional Librarian. Work with students and teachers primarily in elementary grades, 1 - 6. Services to students, 5/8 time or 5 hours per day. Services to teachers, 1/4 time or 2 hours per day. Materials selection, cataloging, previewing and listening to audio-visual media, etc., 1/8 time or 1 hour each day.

Professional Librarian. Undergraduate work and/or experience in remedial reading. Services to students, 5/8 time or 5 hours per day. Services to teachers, 1/4 time or 2 hours per day. Materials selection, cataloging, previewing and listening to audio-visual media, etc., 1/8 time or 1 hour per day.

Two School Library Clerks. The additional 1/2 clerk above ALA Standards is mainly to take care of extra work expected to result from visitations and observers who come to the school and to handle requests for information.

Proportionate time commitment of librarians allows approximately 2 hours per week per individual teacher. It has been suggested by some knowledgeable persons that at least as much of the librarians time should be devoted to teachers as to students. Indirectly students would benefit since such service would enable, the individual teacher to upgrade his level of instruction.

Staffing for Mobile Unit

Professional Librarian. Primarily responsible for the administration of the Mobile Unit, plan schedules of visitation, counsel with teachers to discover needs and assemble and deliver books, publications and other library materials as agreed with teachers, 3/4 time.

Work in Center (Model Saturated School Library) to plan and execute the selection and assembling of books, publications and materials to aid teachers as agreed upon, 1/4 time.

Driver-clerk. Accompany and chauffeur Mobile Unit Librarian on trips, see to servicing of Mobile Unit, loading and unloading of Mobile Unit, assist in circulation of materials, full time.

ESTIMATED COST
OF
MODEL SATURATED SCHOOL LIBRARY PROGRAM
AND
FACILITIES

Estimated Cost of Model Saturated School Library Program and Facilities

Books		
16,650 Hardback Books, $5.00 each	$ 83,250.00	$
1,350 Paperback Books, .60 each	810.00	
Periodicals		
370 Periodical Subscriptions, $5.16 each	1,911.90	
12 Microfilm Subscriptions, $8.65 each	103.70	
1 Back Issue Periodical on Microfilm	145.80	
6 Newspaper Subscriptions, $11.00 each	66.00	
Professional Collection		
500 Hardback Books, $7.00 each	3,500.00	
500 Paperback Books, $1.00 each	500.00	
100 Periodical Subscriptions, $6.50	650.00	
Audio-Visual Materials and Equipment	36,539.25[1]	
Personnel		
Professional--4 Librarians $7,500.00 each	30,000.00	
Non Professional--2 Clerical Workers $3,600.00 each	7,200.00	
Mobile Unit		
1 Professional Librarian	7,500.00	
1 Driver-Clerk	3,600.00	

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[1] See pages 47 through 50 for itemized listing.

Miscellaneous Equipment		
6 Standard Typewriters	$ 1,200.00	$
10 Portable Typewriters (to be loaned to students)	1,100.00	
Furniture[1]	35,000.00	
Includes shelving, card catalog, charging desks, book trucks, files, tables, chairs, study carrels, easy chairs and so forth.		
Sub Total		212,776.65
Mobile Unit		15,000.00
Facility[2]		
With adult-community library area--16,828 square feet at $13.00 per square foot.		218,764.00
(Without adult-community area, 12,028 square feet at $156,364.00)		
Grand Total		$ 446,540.00

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[1] No itemized listing given since recommendations in American Library Standards adequate as to kind and specifications.

[2] See pages 69 and 70 for itemized listing.

APPENDIX

APPENDIX

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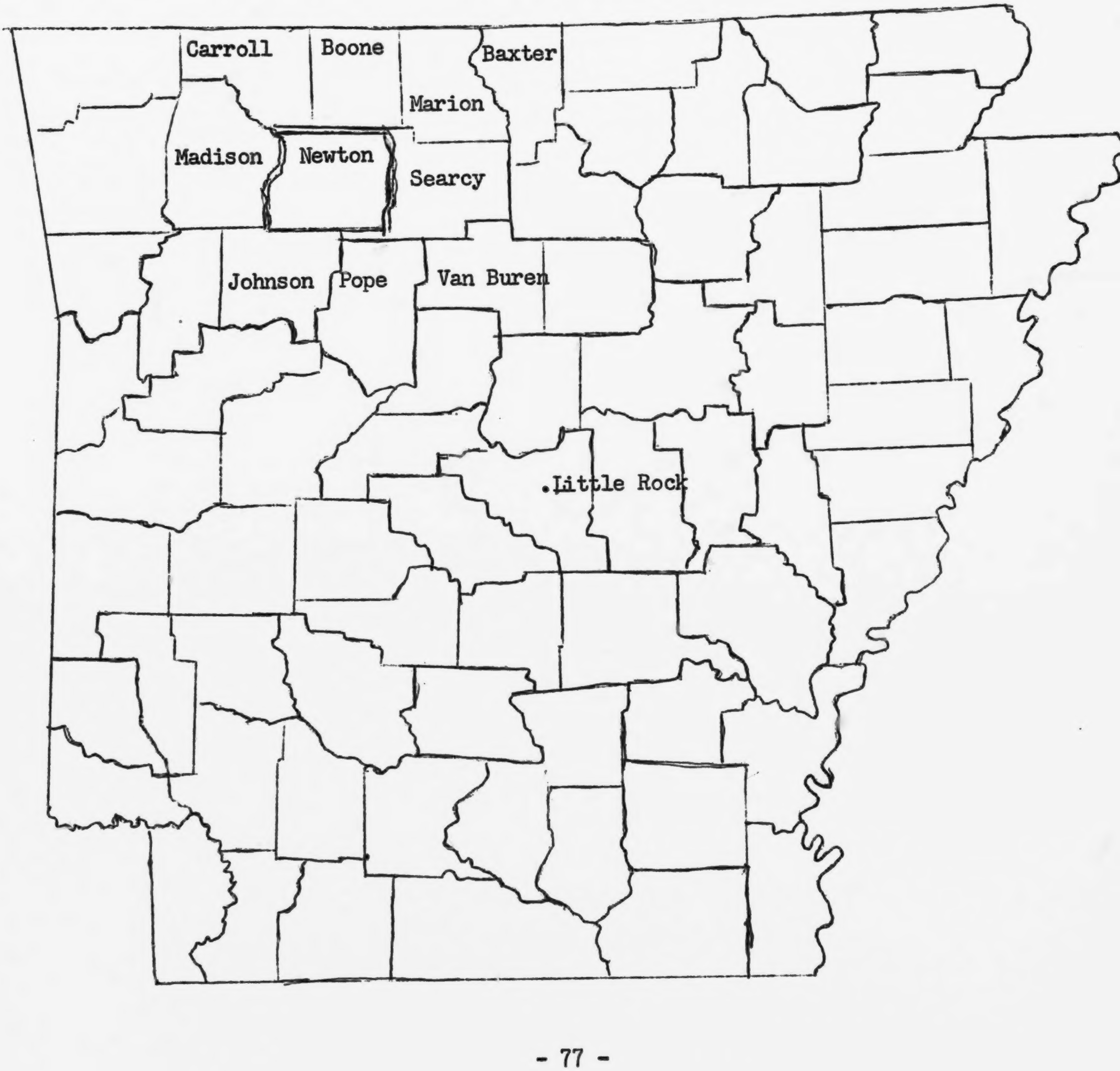
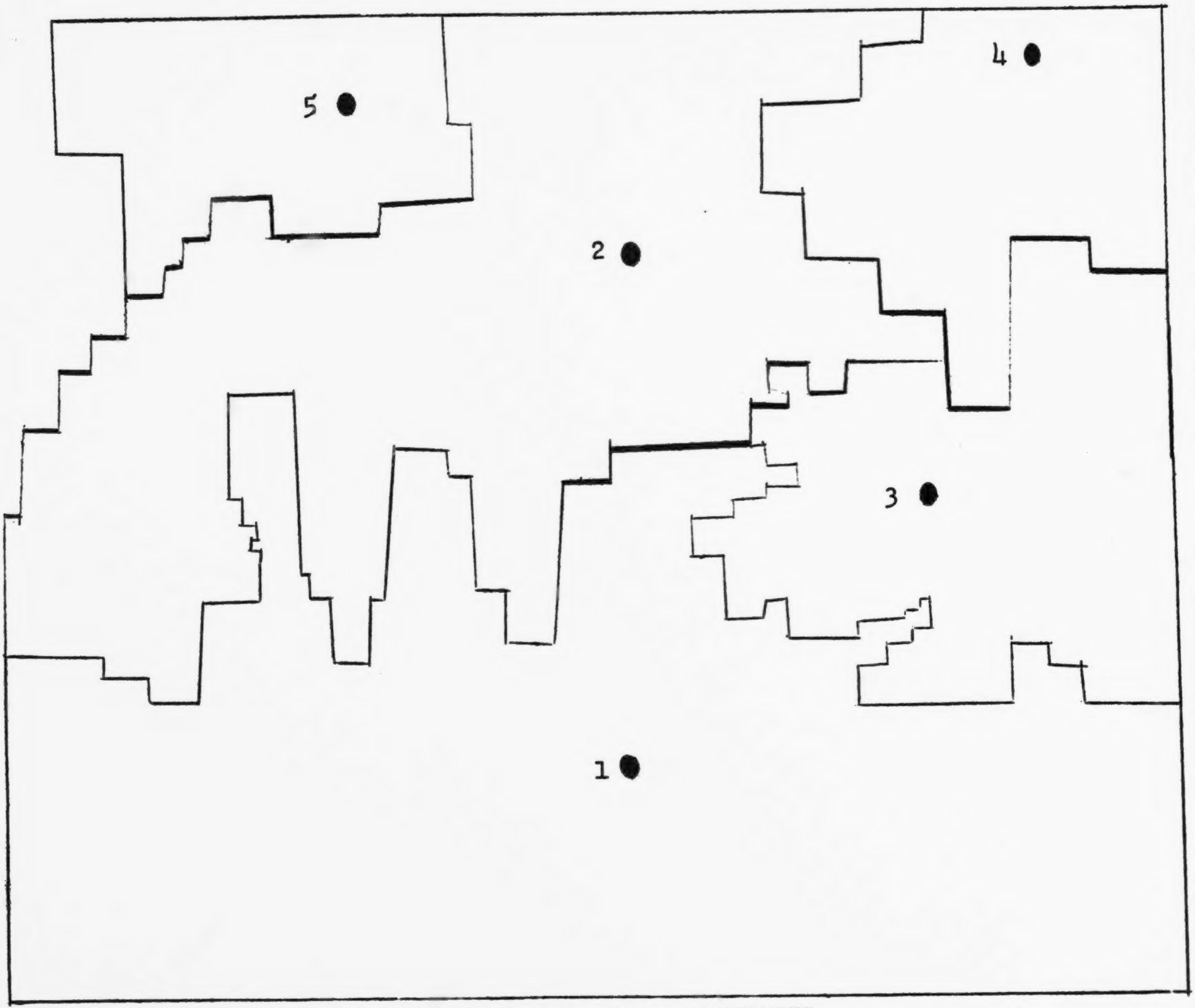
Map I: Service area and surrounding Ozark Region counties of the proposed Model Saturated School Library Project, Title III, P. L. 89-10, Deer Consolidated School District, Deer, Arkansas.


Carroll
Boone
Baxter
Marion
Madison
Newton
Searcy
Johnson
Pope
Van Buren
.Little Rock

MAP II: SCHOOL DISTRICTS, NEWTON COUNTY, ARKANSAS



NEWTON COUNTY SCHOOL DISTRICTS

1 - Deer School District No. 21 -- 283 square miles

2 - Jasper School District No. 1 -- 197 square miles

3 - Mt. Judea School District No. 8 -- 108 square miles

4 - Western Grove School District No. 12 -- 82 square miles

5 - County Rural School District No. 5 -- 74 square miles

SIZE OF SCHOOLS, NEWTON COUNTY, ARKANSAS 1965-66

District	Number of pupils		Number of teachers	
	Elem. S. Grades 1 - 6	H. S. Grades 7 - 12	Elem. S. Grades 1 - 6	H. S. Grades 7 - 12
Deer	226	218	8	8
Jasper	243	223	8	10
Mt. Judea	140	111	5	5
Western Grove	115	127	3	6
County District	60	0	3	0
Total	784	679	27	29
GRAND TOTAL 1,463			GRAND TOTAL 56	

COURSE OFFERINGS IN HIGH SCHOOLS
GRADES 7 THROUGH 12
Newton County, Arkansas
1965 - 66

Subject and Grade	Deer No. of Pupils	Jasper No. of Pupils	Mt. Judea No. of Pupils	Western Grove No. of Pupils
English 7	51	66	21	16
English 8	44	51	20	23
English 9	38	31	24	20
English 10	25	34	18	16
English 11	22	11	32	14
English 12	33	26		14
Speech II	None	13	None	None
Math 7	51	32	21	16
Math 8	43	53	20	23
Algebra I, 9	38	44	24	20
Algebra II, 10	None	6	18	None
Modern Math 10	None	10	None	None
Math 11	20	None	None	None
Trigometry 11, 12	11	None	None	None
Geometry 10	25	None	None	15
Science 7	51	32	21	16
Science 8	43	49	20	23
Science 9	28	45	24	20
Biology 10	22	38	18	16
Geology	None	33	None	None
Earth Science	None	21	None	None
Chemistry 12	26	None	None	14
Physics 11, 12	None	8	None	None
Spanish	None	11	None	16
History 7	51	None	None	None
Geography 7	None	None	21	16
Geography 8	45	None	None	None
History 8	None	56	20	23
Civics 9	37	33	24	20
World History 10	25	38	18	None
American History 11	22	41	17	16
Arkansas History 12	33	None	13	None
Government 12		None	19	None
World Geography	None	9	None	None
Agriculture 9	23	None	None	None
Agriculture 10	12	None	None	None
Agriculture 11	17	None	None	None
Bookkeeping	None	21	21	14
Typing 11	12	34	23	14
Typing 12	15	14	12	14
Shorthand	None	None	None	13
Home Economics	None	16	None	None
Physical Education (Girls)	80	67	51	51
Physical Education (Boys)	115	100	58	52

SURVEY OF READING MATERIALS AVAILABLE IN THE HOMES OF RESIDENTS IN NEWTON COUNTY, ARKANSAS, WITH CHILDREN IN SCHOOL. (April 1 - 15, 1966).

This survey involves 318 families (Representing 692 school children and 624 adults.)

The following questions were asked:

1. How many books have you read in the past 12 months?

175 fathers out of 307 had read no books.

139 mothers out of 317 had read no books.

Only parents in 73 families had read 20 or more books.

2. How many books (other than textbooks) have you purchased in the past 12 months?

None	187
1 to 9	74
10 to 20	44
Over 20	13

Borrowed from a library (including bookmobile).

None	194
1 to 9	27
10 to 20	54
Over 20	43

Borrowed from a friend.

None	207
1 to 9	74
10 to 20	32
Over 20	5

3. How many books, other than textbooks and encyclopedias, do you own?

None	111
1 to 20	92
21 to 74	69
75 and over	39

4. Do you have a dictionary in your home?

260 out of 318 families answered YES.

5. Do you own a set of encyclopedias, copyrighted within the past 5 years?

278 out of 318 families answered NO.

6. Do you subscribe to a newspaper?

Daily 50 families.

Weekly 113 families.

7. Name the magazines, if any, you subscribe to.

No Magazines	136
Vocational	232
Church Publications	28
Family Living	114
Sports	32
Current Events	128

NELSON READING TESTS

Administered in September

Grades 2 - 6

Deer Consolidated School

2nd	3rd	4th	5th	6th
0 75 %-ile	4	1	1	0
7 50 %-ile	9	7	9	1
11 25 %-ile	6	15	12	10
13	10	19	10	16

INCOME IN 1959 OF FAMILIES AND PERSONS IN NEWTON COUNTY, ARKANSAS[1]

FAMILY INCOME

All Families	1 506
Under $1,000	474
$1,000 to $1,999	419
$2,000 to $2,999	262
$3,000 to $3,999	154
$4,000 to $4,999	88
$5,000 to $5,999	51
$6,000 to $6,999	26
$7,000 to $7,999	12
$8,000 to $8,999	4
$9,000 to $9,999	4
$10,000 to $14,999	8
$15,000 to $24,999	4
$25,000 and over	...
Median Income: Families	1 666
Unrelated Individuals	...
Families and Unrelated Individuals	1 495
Husband-Wife Families, Head an Earner, Two Children under 18	165
Median Income	...

INCOME OF PERSONS

Male, Total	2 150
Total with income	1 673
$1 to $499 or less	358
$500 to $999	387
$1,000 to $1,499	287
$1,500 to $1,999	180
$2,000 to $2,499	117
$2,500 to $2,999	121
$3,000 to $3,499	69
$3,500 to $3,999	28
$4,000 to $4,499	39
$4,500 to $4,999	26
$5,000 to $5,999	28
$6,000 to $6,999	21
$7,000 to $9,999	8
$10,000 and over	4
Median Income	1 159

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[1] Source: U. S. Census 1960, PC (1) 5-C Table 86, U. S. Department of Commerce.

INCOME IN 1959 OF FAMILIES AND PERSONS IN NEWTON COUNTY, ARKANSAS[1]

(Continued)

Female, Total	2 049
Total with income	759
$1 to $499 or less	338
$500 to $999	230
$1000 to $1,499	37
$1,500 to $1,999	49
$2,000 to $2,499	45
$2,500 to $2,999	32
$3,000 to $3,499	20
$3,500 to $3,999	...
$4,000 to $4,499	4
$4,500 to $4,999	4
$5,000 to $5,999	...
$6,000 to $6,999	...
$7,000 to $9,999	...
$10,000 and over	...
Median Income	590

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[1] Source: U. S. Census 1960, PC (1) 5-C Table 86, U. S. Department of Commerce.

POPULATION AND PER CAPITA INCOME NEWTON COUNTY, ARKANSAS

1960 Census Data

Population	Per Capita Income	State Per Cent Ratio	Number of other counties having lower per capita income in Arkansas
5,963	$349	$1,322	None Lower

HOUSING[1]

1960

County (Arkansas)	Total Number of Housing Units	Number of Housing Units Unsound[2]	Housing Units Unsound Rank	Housing Units Unsound Per Cent
Newton	1,961	1,688	1	86.07

1 Source: U. S. Census on Housing: 1960 Arkansas U. S. Department of Commerce.

2 Unsound includes dilapidated, deteriorating and sound without plumbing facilities.

PUBLIC ASSISTANCE IN NEWTON COUNTY, ARKANSAS
(July 1, 1964 - June 30, 1965)

Per cent of Population receiving public welfare assistance.	15%
Per cent of Children under 18 years of age receiving aid for Dependent Children.	11.5%
Per cent of Population receiving surplus commodities, monthly.	43%

No county in Arkansas receives a higher percentage of assistance in any of the above catagories.

SOURCE: Division of Research and Statistics, State Department of Public Welfare in Arkansas: ANNUAL REPORT OF STATE DEPARTMENT OF PUBLIC WELFARE: July 1, 1964 - June 30, 1965, October 1965, Table 32, Page 75; Table 33, Page 76; Table 18, Page 59.

CONSULTANT SERVICES

Dr. Howard A. Dawson, Consultant (7 1/2 days)
Executive Secretary, Emeritus
Department of Rural Education
National Education Association
5628 Massachusetts Avenue
Washington, D. C.

One-half day conference with Library Study Committee in area of library services to adults in isolated rural areas. Specific suggestions made in referral to resource people and resource materials. Possible type of collection for rural area. Use of human resources in planning Community-School Libraries.

Seven days - Examination of school programs and facilities in Newton County and conferences with Library Study Committee on use of Mobile Unit for improving library program in all schools in the county thereby improving total instructional program.

Recommendations regarding budget for such a program, including professional personnel desirable for such a program and proportionate time commitment of personnel.

Mrs. Jewell Smith
Reference Librarian
Ozark Pioneer System Library Project
Springfield, Missouri

Mrs. Smith served as consultant for one day workshop which involved members of Library Study Committee and all teachers in the county.

Purpose of workshop:

I. To acquaint school people with specific services available to them and their students in school libraries as means of enriching classroom instruction.

   Library tools:

   1. Card catalog.
   2. Reader's guide.
   3. Different indexes.
   4. Audio Visual aids.
   5. Book selection aids.

II. To further involve teaching personnel in planning library services.

III. Point out reading guidance techniques.

IV. To acquaint teachers with progress of the Planning Grant and future direction and to get their reactions and suggestions.

Dr. Alice Brooks McGuire
Knapp Project Librarian
Casis Elementary School
Austin, Texas

One day conference with Dr. McGuire included discussions of different programs of services carried out by the Casis Knapp Library Project.

I. Methods of teaching library skills.

   A. Formal instruction
   B. As need arises.

II. Special collections and the way in which "fit" in total school program.

   A. Great books in social studies.
   B. Archives.
   C. Reference.
   D. Transparencies.
   E. Filmstrips.
   F. Recordings--disk and tape (taping of resource visitors).

III. Parent participation.

   A. Actual help in library with clerical aid, volunteer basis, but with regularity.
   B. Meetings with library and other school personnel, with exchange of ideas.

IV. Scheduling library use.

   A. Flexible.
   B. Open-door policy.

V. Casis library squad.

   A. Student help.
   B. Learning experience.

VI. Teacher-Librarian Conferences -- Team teaching.

VII. Reading guidance.

- A. Library appreciation periods.
- B. Literary appreciation periods.
- C. Special reading projects.
    - 1. Poetry.
    - 2. Folk literature (etc.)
- D. Team participation. Library staff cooperates in classroom activities relating to reading.
- E. Rotating reading groups. Division of classes in reading groups--rotate to library for quiet reading.
- F. Individual guidance.
- G. Story-telling.
- H. Book reviewing.
- I. Reading records--on individual volunteer basis.
- J. Autograph parties.
- K. Seminar for reluctant readers.
- L. Seminar for superior readers.
    - 1. Included book reviews for city paper.
    - 2. Discussion of books often on senior high school level.

VIII. Careful examination of reasons why really no problem in Casis School in regard to need for remedial reading program.

- A. Cultural background of students-professional parents.
- B. Economic background of students-upper middle class.
- C. Excellence of library collection and services plus total educational program in school.

Lloyd C. Bingham, Librarian
Deerfield High School
Deerfield, Illinois

Two day consultive services.

Consultation consisted of explanation of Deerfield Library policies and procedures and the relationship of the library to total educational program of the school.

I. Method of selection and cataloging of A. V. Materials.

II. Circulation policy.

  A. A. V. Materials.
  B. Books.

III. Compilation of special bibliographies for teachers (use of slides).

IV. Planned physical expansion of library quarters.

V. Technical details relating to:

  A. Student use of facility.
    1. Passes.
    2. Special projects.
  B. Cooperative work with heads of departments and faculty members.

VI. Cultural and economic background of students.

  A. Effect on library usage and type of collection.
  B. Reading guidance.

VII. Librarian's role in team teaching--part of the team.

VIII. What librarian can expect of school administrator.

IX. What administrator can expect of school librarian.

X. Books and other library material selection policy.

  A. Involvement of faculty.
  B. Involvement of students.
  C. Use of recommended lists.
  D. Personal examination of books before purchase.

Mr. Bingham accompanied Library Study Committee on visits to other schools visited in area, briefing Committee before visits.

Marcella Grider
Associate Professor of Education
University of Arkansas
Fayetteville, Arkansas

Teaches Library Science on undergraduate level.

One day consultation with Library Study Committee and with Mrs. E. Griffith, North Arkansas Regional Librarian.

I. Suggested bibliography for Library Study Committee.

II. Recommended possible consultants.

III. Participated in planning feasibility of use of Library Mobile Unit for reaching adult and pre-school children in area where at present time library services not available.

Mrs. Clara Kent--Consultant--54 days
Circulation Librarian and Instructor of Library Science
Southwest Missouri State College
Springfield, Missouri

I. Assisted in compiling list of materials needed in MODEL SATURATED SCHOOL LIBRARY in isolated rural area.

II. Through meetings with faculty and librarian and through observations made an evaluation of Deer School Library services and suggestions for immediate improvement.

III. After visiting school libraries in the county, and meeting with faculty and administrators of each school district, evaluated present collections and through team effort of participants planned what each should add to their collection to meet educational needs.

IV. Assisted in evaluation of various visits made by Library Study Committee to other libraries and in the relating of these findings to local situation.

V. Participated in study of the feasibility of including adult library services in school library.

VI. Assisted Library Study Committee in its examination of different methods of teaching remedial reading.

Mr. Shannon Henderson--Consultant--4 days
Reference Librarian and Instructor of Library Science
Arkansas Polytechnic College
Russellville, Arkansas

Assisted in compiling list of audio-visual materials and equipment needed in MODEL SATURATED SCHOOL LIBRARY in isolated rural area and discussions with Library Study Committee regarding use of such materials.